

# Overview

## Special Education Timelines

Area Required	Action To be Taken by LEA	Time Requirements
<b>Child Find/ Screening (300.125)</b>	<ul style="list-style-type: none"> <li>✓ Upon entry of <u>each</u> new student entering an education program who does not arrive with appropriate records of screening, evaluation, and progress in school to make a determination of special education needs. (R7-2-401 (c) (5).</li> <li>✓ Screening in the areas of vision and hearing, cognitive or academic, communication, motor, social or behavioral, and adaptive development. (R7-2-401 (6)</li> <li>✓ The LEA shall maintain documentation of the identification procedures utilized, the dates of entry into school or notification by parents made pursuant to paragraph (c) (5) (b), and the dates of screening. The results shall be maintained in the student's permanent records in a location designated by an administrator. (R7-2-401 (9)</li> </ul>	<p>Completed within 45 calendar days.</p> <p>(Secure Care- See table for screening phases 1-4)</p>
<b>Records Request</b>	<ul style="list-style-type: none"> <li>✓ Request student records from previous school within 5 days. Sending school has 10 days to send records after request is made. (ARS 15-828 (F)</li> <li>✓ If a child with a disability was receiving special education from a LEA and transfers to another LEA in the same state, the public agency has a responsibility to ensure the child receives FAPE. <b>If the student has a current IEP</b>, an IEP/MET team should meet to discuss the existing IEP and implement the IEP as written or revise the IEP. If the IEP is not available, or the LEA or parent feels the IEP is not appropriate, the new LEA must develop a new IEP through appropriate procedures within a short time after the student enrolls in the new LEA (generally within one week). (Appendix A, Question 17)</li> </ul>	<p>Within 5 days of enrollment</p>
<b>Referral for Evaluation</b>	<ul style="list-style-type: none"> <li>✓ If a concern is noted through the screening procedures or through a review of records, the LEA shall notify the parents of the concern within 10 school days and inform them of the LEA's procedures to follow up on student needs. (R7-2-401 (8)</li> <li>✓ If the identification process indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or student may request an evaluation of a student. R7-2-401 (10)</li> <li>✓ Informed written consent is sent to parent requesting permission for the LEA to evaluate student suspected of a disability. (300.505 (a) (1)</li> <li>✓ If, after consultation with the parent, the responsible public agency determines that a full and individual evaluation is <b>not</b> warranted, the public agency shall provide PWN and PSN to the parent within 60 calendar days (R7-2-401 (11)</li> </ul>	<p>Within 45 day screening timeline or as soon as possible</p>

<p><b>Evaluation and Reevaluation and Eligibility Determination (300.320-321) (300.530-543)</b></p>	<ul style="list-style-type: none"> <li>✓ The evaluation and reevaluation shall be made by a multidisciplinary team under the direction of the LEA representative. The team shall review existing data and shall collect additional data, if necessary to determine the eligibility of a student for special education and to develop an appropriate individual education program. The determination of eligibility for special education services is solely the responsibility of the multidisciplinary evaluation team. (15-766 (B))</li> <li>✓ The evaluation shall contain the following components; a review of current evaluations, including types of tests and results of those tests; information provided by the parents, including medical and developmental information and history; educational history, including reason for referral, current classroom based assessments and observations by teachers and related service providers; documentation of whether the student's educational problems are related to or resulting from reasons of educational disadvantage; a determination of whether the student has a category of disability as defined in section 15-161; the child's present level of academic performance and current educational needs; a determination of whether the student needs special education and related services; and a determination of whether any additions or modifications are needed to allow the student to progress in the general curriculum. (15-766 (1-8))</li> <li>✓ The evaluation shall be submitted in writing with the recommendations to the LEA Representative (15-766 (c))</li> <li>✓ Pursuant to 300.534, upon completion of administration of tests and other evaluation materials, a group of qualified professionals and the parent of the student must determine whether the student has a disability as defined in 300.7. The LEA must provide a copy of the evaluation report <u>and</u> documentation of determination to eligibility to the parent. A student <b>may not</b> be determined to be eligible if a determinant factor for the determination of eligibility was a lack of instruction in reading, math or LEP.</li> <li>✓ Pursuant to 300.535 (procedures for determining eligibility and placement), (a) in interpreting data for the purpose of determining if student has a disability under 300.7, and the educational needs of the student, (1) the LEA will draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior and (2) ensure that information from all these sources is documented and carefully considered. (b) If a determination is made that a child has a disability and needs special education and related services, and IEP must be developed for the student in accordance with 300.340-300.350 (within 30 days of determination).</li> <li>✓ A LEA must evaluate a student with a disability in accordance with 300.532 and 300.533 before determining that a student <b>no longer has a disability</b>. This does not apply to a student who is graduating with a regular high school diploma (300.534 (c) (2))</li> </ul>	<p>60 days from date of informed written parental consent to MET team determination of eligibility. Reevaluations must be conducted a minimum of every three (3) years or as requested by a parent or teacher, or to dismiss from special education.</p>
<p><b>IEP Development and Annual</b></p>	<ul style="list-style-type: none"> <li>✓ At the beginning of each school year, each LEA shall have an IEP in effect for each student with a disability within its jurisdiction (300.342 (a)).</li> </ul>	<p>Initial IEP's developed within 30 days determination that the</p>

<p><b>and Annual Review (300.343-347)</b></p>	<ul style="list-style-type: none"> <li>✓ The LEA shall ensure an IEP is in effect before special education and related services are provided to an eligible student and is implemented as soon as possible following the meeting described under (300.343) (300.342 (b)).</li> <li>✓ The student's IEP is accessible to the regular education teacher, special education teacher, related service provider, and any other person who is responsible for its implementation 300.342 (2) and each teacher and provider described in this paragraph is informed of their specific responsibilities related to implementation of the IEP and specific accommodations, modifications and supports that must be provided for the student in accordance with their IEP (300.342. (3) (i, ii).</li> <li>✓ Pursuant to 300.343 (a), The LEA is responsible for initiating and conducting meetings for the purpose of developing, reviewing and revising the IEP of a student with a disability.</li> <li>✓ A meeting to develop an IEP for a student must be conducted within 30 days of the determination that a student needs special education and related services (300.343 (2).</li> <li>✓ IEP's must be reviewed not less than annually to determine id the annual goals for the student are being achieved and revise the IEP as appropriate to address any lack of expected progress toward the annual goals and in the general curriculum, the results of any reevaluation, information about the student provided to or by the parents, the student's anticipated needs, or other matters (300.343 (c) (1) (2) (i-v).</li> <li>✓ The minimum IEP team must consist of the following members; parent, student (if appropriate for transition), special education teacher, LEA representative, regular education teacher, an individual to interpret evaluation results (300.344 (a) (1-7). The members can attend, however the above are required.</li> <li>✓ Pursuant to 300.346 (a) (1) (i-iii), the IEP team shall consider the strengths and concerns of the student, results of the most recent evaluation, and the results of student's performance on state or district assessments. The IEP team shall consider of special factors including behavior, LEP, visual impairment, communication needs, and assistive technology (300.346 (2) (i-v). If a student has any of these needs, the IEP team must include a statement to that effect in the IEP (PLEP) (300.346 (2) (c).</li> <li>✓ As a member of the IEP team, the regular education teacher must participate in the development, review, and revision of a student's IEP including assisting in the determination of appropriate positive behavioral interventions and strategies and supplementary aids and services, program accommodations or supports for school personnel that will be provided for the student ((300.346 (2) (d) (1,2).</li> </ul> <p>Pursuant to 300.347, the IEP must include a statement of the student's present level of educational performance including how the child's disability affects the student's involvement in the general curriculum (300.347 (1); a statement of measurable annual goals including short-term objectives or benchmarks related to meeting the student's needs</p>	<p>student needs special education and related services. IEP's must be revised at least annually. No exceptions or extensions. Document 3 attempts to invite parents and proceed.</p>
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	that result from the student's disability to enable them to progress in the general curriculum and meet the student's other educational needs that result from the disability (300.347 (2); a statement of the special education and related services and supplementary aids and services to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student to advance appropriately toward attaining annual goals, to be involved and progress in the general curriculum and participate in extracurricular activities and nonacademic activities and to be educated and participate with other children with disabilities and non-disabled students (300.347 (3); An explanation to the extent, if any, to which the student will not participate with nondisabled students in the regular class and in the activities described in this section (300.347 (4); R7-2-401 (E) (1-6)	
<b>Progress Reports (300.343 (c))</b>	15-767 Progress is sufficient to attain goal by year end	As often as non-disabled peers